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ABSTRACT

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April, 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students. This preliminary report contains the basic results of grade 6 student performance on each test item as well as summary data on subtests where applicable. Its purpose is to provide information for use by classroom teachers in forming judgments about the instructional program. All reported data is based on the provincial sample as a whole, but teachers are encouraged to compare those results to the results of their own students. Each test question is reproduced with the percentage of student sample selecting each option. There are no correct answers for questions in the Value/Attitudes and Social Participation sections. Since questions in the Knowledge and Thinking and Research categories have correct answers, subtest summaries are reported in mean raw and mean percentage scores. (BS)

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MANITOBA

SOCIAL STUDIES ASSESSMENT PROGRAM 1984

PRELIMINARY REPORT

GRADE 6 TEST DATA

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CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

Manitoba Education

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Winnipeg June, 1984

PREFACE

This Preliminary Report is the first of two reports on the findings of the grade 6 Social Studies Assessment Program. It contains the basic results of student performance on each item as well as summary data on subtests where applicable. Conclusions and recommendations will be presented in the Final Report which will be distributed to schools in the Fall of 1984. These will be based on the interpretations of panels of teachers. The recommendations will be discussed with teachers and school administrators at Regional Meetings scheduled for the Fall of 1984.

The purpose of this Preliminary Report is to provide detailed information on student performance for use by classroom teachers in forming judgments about the instructional program. All data is based on the provincial sample as a whole; no individuals, schools, or divisions are identified. Teachers are encouraged to review the provincial results and to compare them to those of their own students.

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REPORT FORMAT

The test administered to the students consisted of four parts covering separate categories of objectives: 1) KNOWLEDGE, 2) VALUES/ATTITUDES, 3) THINKING AND RESEARCH SKILLS, 4) SOCIAL PARTICIPATION. Each of these four parts was further subdivided into subtests. The table on page 3 indicates to which subtest and category each item belongs. Each question in the test is reproduced in this report, listing the percentage of students in the provincial sample selecting each option. Since the questions in the KNOWLEDGE and THINKING AND RESEARCH SKILLS categories have correct answers, subtest summaries can also be reported for these questions. These summaries present mean raw and mean percentage scores for these two major categories and for the subtests within these categories. Bar graphs are included for each of these categories. There is a separate summary given for the long answer. While this question does belong in a specific subtest, it is not possible to include any score as such for this particular question. What is indicated instead is the types of answers provided by students to this question.

As there are no correct answers for questions in the VALUES AND ATTITUDES and SOCIAL PARTICIPATION sections, only the frequencies of each response is given for each item.

OBJECTIVES	ITEM NUMBERS
KNOWLEDGE	
I.1 First Inhabitants, Exploration and Early Settlement	1 - 11
I.2 Loyalists	12 - 14
I.3 Red River	15 - 20
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OBJECTIVES	ITEM NUMBERS
SOCIAL PARTICIPATION OBJECTIVES	
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IV.2 Classroom Social Participation Related Items	147 - 163
IV.3 Group Decision Making	134 - 137
IV.4 Views of Citizenship	
IV 4.1 Passive view	165,167,168,171
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IV.5 Attitudes toward Social Participation	
IV 5.1 Low activism	173, 175, 177
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IV.6 Feeling of Competence with Respect to Social Participation	178 - 182

PART ONE - KNOWLEDGE

Results of Individual Items

READ THE QUESTION AND ALL THE CHOICES IN A QUESTION BEFORE SELECTING THE BEST ANSWER. MARK ALL ANSWERS ON THE ANSWER SHEET. YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example (Mark you answer below, not on the answer sheet)

1. When travelling on water, the Native people of the Pacific Coast used

   A. canoes made from birch bark.

   B. umiaks made from seal skins.

   C. light wood boats with sails made of deer skin.

   D. boats made from woven grass and mud.

   E. canoes carved from cedar logs.

	A	B	C	D	E
1	①	②	③	④	●

If you wish to change an answer, erase your first choice completely and blacken in your new choice. There is only 1 BEST or CORRECT answer for each question.

STOP

PLEASE DO NOT TURN THE PAGE UNTIL ASKED TO DO SO.

QUESTIONS 1 to 5 ARE BASED ON THE FOLLOWING MAP

As Native people settled in what is now called Canada, six major cultural regions developed. These regions are shown on the above map.

1. Choose the name of culture region 5 on the map.

8% A. Eastern Woodlands

59% * B. Arctic

13% C. Subarctic

5% D. Plains

15% E. Northwest Coast

1% N.R.

Note. * indicates correct answer
N.R. indicates no response

2. Choose the name of culture region 4 on the map.

11% A. Eastern Woodlands

5% B. Northwest Coast

40% * C. Subarctic

41% D. Plains

2% E. Arctic

1% N.R.

3. Choose the name of culture region 3 on the map.

6% A. Eastern Woodlands

36% B. Plateau

11% C. Subarctic

42% * D. Plains

3% E. Arctic

1% N.R.

4. Choose the name of culture region 6 on the map.

59% * A. Eastern Woodlands

12% B. Northwest Coast

15% C. Subarctic

6% D. Plains

8% E. Arctic

1% N.R.

5. Choose the name of culture region 1 on the map.

11% A. Eastern Woodlands

61% * B. Northwest Coast

6% C. Subarctic

12% D. Plateau

9% E. Arctic

0% N.R.

6. Early European explorers came to North America in search of

7% A. a place to build factories.

3% B. souls to save.

6% C. pasture for cattle.

66% * D. a short cut to Asia.

18% E. a clean environment.

1% N.R.

7. Which of the following best describes the seigneural system in New France?

34% * A. The habitant and the seigneur had duties to each other

8% B. The habitant had the most power in the seigneurial system

9% C. It was the seigneur's duty to work three days a month for the habitant

10% D. The habitants could vote for whom they wanted to be the seigneur

38% E. The seigneur had to pay the habitants a fair wage for working the land

1% N.R.

8. Which one of the following best describes the effect that French settlement had on the traditional way of life of Native people?

6% A. There were no important changes in the traditional ways of life of Native people in Eastern Canada

42% * B. Many Native people turned to trapping fur bearing animals for trading purposes

16% C. Most Native people moved away from Eastern Canada to the Prairies in search of better hunting areas

8% D. Most Native people moved into the French settlements and became farmers

28% E. Many Native people became skilled tradesmen and supplied the settlers with the goods they needed

1% N.R.

9. Which one of the following resulted when the British defeated the French and took over control of New France?

9% A. The French people in New France were expelled

8% B. It was against the law for anyone to speak French

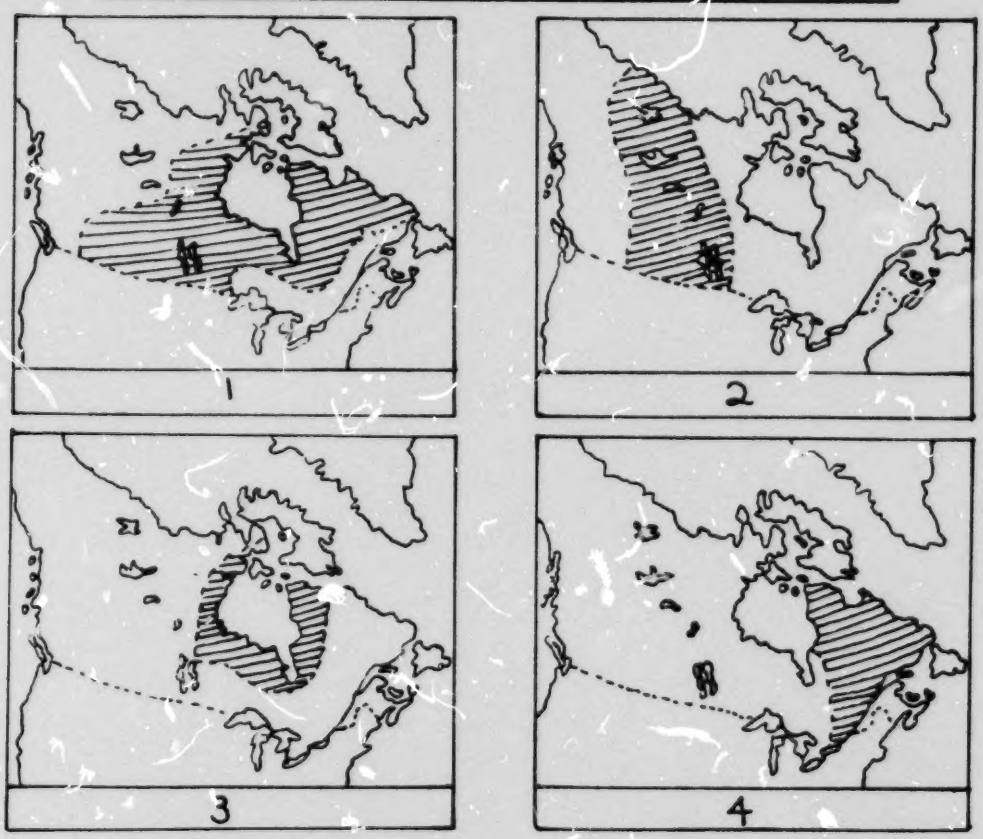
22% C. Large numbers of French settlers moved to the Thirteen Colonies

15% D. Large numbers of French settlers moved to France

45% * E. Great Britain gained control of almost all of the Eastern half of North America

1% N.R.

QUESTION 10 IS BASED ON THE FOLLOWING MAPS



10. Which map shows the area that was given to the Hudson's Bay Company for trading purposes?

35% * A. Map 1

6% B. Map 2

47% C. Map 3

11% D. Map 4

1% N.R.

11. These statements are about the effect of the fur trade on Native people. Which one is not correct?

9% A. Native people started using trade goods such as guns and iron pots

50% * B. The fur trade encouraged Native people to become farmers

16% C. Native people caught new diseases from European traders

16% D. Native people became dependent on European foods such as flour and sugar

9% E. Trapping furs for trading led to a great decrease in the number of fur bearing animals

0% N.R.

QUESTIONS 12 AND 13 ARE BASED ON THIS DRAWING

12. The drawing shows one of the ways that Loyalists were treated because of their beliefs. The people watching the event are most likely

37% * A. New England Colonists.

22% B. British Soldiers.

10% C. English Canadians.

3% D. Spanish settlers.

28% E. French settlers.

0% N.R.

13. Loyalists like this one were mistreated because they

33% A. insisted that the taxes imposed on the colonies by the British government were unfair.

8% B. had been caught selling whiskey to the Indians.

9% C. had been found guilty of trading illegally with the Spanish colonies.

5% D. wanted to become part of the Spanish colonies.

45% * E. believed that the Thirteen Colonies should remain under British rule.

1% N.R.

14. Which statement best describes something that happened when Loyalists moved to what is now called Canada?

36% * A. The French felt that their way of life was threatened by the arrival of large numbers of English settlers

23% B. New lands were settled on the prairies

10% C. The French continued to outnumber the English

15% D. The French and the English formed one government

16% E. Slavery was done away with in what is now Canada

1% N.R.

15. The term Metis refers to a person

25% A. of Indian ancestry.

6% B. of European ancestry.

24% C. who is involved in the fur trade.

6% D. who is involved only in government.

39% * E. of European and Indian ancestry.

0% N.R.

16. The fur trade was important in the lives of the Metis because many of them

30% A. gave up farming to become trappers.

38% * B. worked in some part of the fur trade.

12% C. were forced to leave the West as the fur trade grew.

14% D. became owners of fur trading companies.

6% E. formed organizations to protect fur bearing animals.
1% N.R.

17. Pemmican ...

3% A. a type of berry pie made on the prairies.

7% B. an article of clothing worn by the Indians of the Plains.

70% * C. dried buffalo meat mixed with berries.

6% D. a crop grown by the Metis.

13% E. another name for bannock.
1% N.R.

18. The Selkirk settlement at Red River threatened the

9% A. Metis' buffalo hunting.

12% B. Metis land claims.

7% C. Metis culture.

19% D. fur trade.

52% * E. All of the above.
1% N.R.

19. The Red River settlement was started by

21% A. Louis Riel.

5% B. Thomas Scott.

4% C. Governor Semple.

64% * D. Lord Selkirk.

5% E. Miles MacDonell.
1% N.R.

20. The fur trading companies were against the setting up of the Red River settlement because it might result in

19% A. a large drop in the amount of money the companies could get for their furs.

8% B. the Metis becoming the only people involved in the fur trade.

28% C. the Selkirk Settlers taking over the fur trade.

7% D. the Indians of the area becoming the only people involved in the fur trade.

37% * E. fur bearing animals being driven away from the area.

1% N.R.

21. The building of the railroad across Canada

13% A. encouraged trade between the provinces.

20% B. improved communication between different parts of the country.

19% C. increased settlement in the West.

8% D. helped to stop the United States from taking over what is now the Canadian West.

40% * E. All of the above.

1% N.R.

22. 1867 is important because it is the year that

5% A. the United States was established.

8% B. the United States joined Canada.

10% C. France and Britain went to war.

42% * D. Canada became a country.

34% E. Manitoba became a province.

1% N.R.

23. Sir John A. Macdonald was Canada's first

3% A. school principal.

62% * B. prime minister.

4% C. king.

19% D. lieutenant governor.

10% E. explorer.

1% N.R.

24. Manitoba became a province in the year

9% A. 1840.

4% B. 1867.

31% * C. 1870.

11% D. 1905.

6% E. 1910.

1% N.R.

25. Which one of the following was not an event leading up to Manitoba becoming a province?

13% A. Louis Riel and the Metis set up their own government and drew up a Bill of Rights

10% B. A Canadian government survey team was stopped by Louis Riel and the Metis

38% * C. Louis Riel and the Metis decided to become farmers

22% D. Thomas Scott and others were jailed by Louis Riel and the Metis; Scott was executed

16% E. Louis Riel and the Metis stopped Lieutenant Governor McDougall from entering the Red River Settlement

1% N.R.

26. Louis Riel was important to the Metis because he

6% A. was a priest who lived among them.

12% B. convinced them not to rebel against the government of Canada.

6% C. was a skilled leader of the buffalo hunt.

52% D. helped join them together in their struggle to protect their rights and way of life.

22% E. All of the above.

1% N.R.

27. As a result of being moved on to reserves, Native people

7% A. were given important jobs in government.

15% B. were able to hunt over greater areas.

42% * C. became more dependent on the Canadian government for help.

15% D. became more dependent on the buffalo as a source of food.

21% E. had full control over how their reserves were run.
2% N.R.

28. A number of problems arose when the buffalo nearly disappeared from the plains. Which statement is not correct?

12% A. An important source of food was threatened

15% B. The pemmican trade was threatened

7% C. A supply of material for clothing was threatened

57% * D. A means of transportation was threatened

8% E. A supply of material for shelter was threatened
2% N.R.

29. Many people moved from Europe to Western Canada in the late 1800's because

15% A. they did not have religious freedom in their homeland.

10% B. Europe was crowded.

29% C. free land was promised.

9% D. they were unemployed in their homeland.

36% * E. All of the above.
2% N.R.

30. During their first year or so on the prairies new settlers often lived in a sod house. A sod house was made of

9% A. wood and nails.

72% * B. grass and earth.

11% C. stone and mortar.

3% D. bricks and mortar.

3% E. cement blocks and stucco.
2% N.R.

31. There was increasing industrialization in Canada in the late 1800's. This affected the lives of Canadians in many ways. Which one of these statements is not correct?

10% A. There was a greater supply of manufactured goods

16% B. Workers began to form unions

31% C. Work in factories was dirty and dangerous

25% * D. Most factory owners were in favour of unions

15% E. More complex farming tools were developed

2% N.R.

32. Choose the statement which best describes the life of women during the late 1800's.

5% A. Many women voted in elections

6% B. Many women held high government jobs

58% * C. Only a few jobs and professions were open to women

14% D. Women generally had the same rights and privileges as men

14% E. Only the poorest land was given to women for settlement

3% N.R.

33. Choose the statement that best describes the life of children during the late 1800's.

6% A. Most children had more privileges and rights than children do now

4% B. Children were paid nearly as much as adult [illegible]

14% C. Children rarely helped with planting and harvesting

63% * D. Children often worked alongside adults in many different jobs

10% E. Children were required to complete high school

3% N.R.

34. During World War I, what did the word conscription mean?

47% * A. Many men were forced to join the armed forces

12% B. Women were encouraged to become army nurses

15% C. People had to contribute money to the armed forces

9% D. Money was donated to the armed forces

14% E. People manufactured supplies for the armed forces

4% N.R.

35. The use of assembly lines in Canadian factories resulted in

19% A. most workers having more varied and interesting jobs.

28% * B. most workers having repetative and less interesting jobs.

20% C. most workers having more control over how fast they worked.

14% D. most workers being against the idea of unions.

15% E. most factory owners encouraging workers to join trade unions.

4% N.R.

36. What does the term Soup Kitchen tell you about life during the Depression?

7% A. Many people couldn't afford to buy houses

5% B. Many people couldn't afford to buy clothes

29% C. Many people could only eat soup

46% *D. Many people couldn't afford to buy food

8% E. Many people could only eat in the kitchen

4% N.R.

37. During the Depression, many farmers

13% A. made more money because people needed food so badly.

41% *B. lost their farms because they could not pay their bills.

11% C. had unusually good crops but were unable to sell them

9% D. sold their farms for a good price and left farming.

21% E. All of the above.

4% N.R.

38. When large numbers of Canada's young men joined the armed forces to fight in World War II

33% A. many factories had to close down because of lack of workers.

12% B. many school children had to go to work in the factories.

13% C. many factories became smaller.

34% *D. many women went to work in factories.

4% E. many women lost their factory jobs.

5% N.R.

39. Mr. Brown worked ten years for a trucking company. He was a hard worker but because business was poor, he was laid off. What might be the effects upon his family?

3% A. Mr. Brown might be more impatient

23% B. Mr. Brown's wife might have to work

6% C. The children might not get their allowance

18% D. The family might have to move

46% * E. All of the above

5% N.R.

40. In the days when your grandparents were your age, a teacher could have used

10% A. a television set.

4% B. a pocket calculator.

77% * C. a chalkboard.

4% D. an overhead projector.

8% E. a computer.

5% N.R.

Results of Subtests

Mean Performance on Each Subtest

Subtest	Questions Per Subtest	Mean Raw Score	Mean Percent
1. KNOWLEDGE	40	18.847	[illegible]%
I.1 First Inhabitants	11	5.321	48
I.2 Loyalists	3	1.168	39
I.3 Red River	6	2.995	50
I.4 Confederation	3	1.439	48
I.5 19th Century Western Canada	10	4.733	47
I.6 20th Century Canada	7	3.191	46

KNOWLEDGE SUBTESTS - GRADE 6
TEST FREQUENCY DISTRIBUTION

RAW SCORE	PERCENT	FREQUENCY	Each X Represents Up To 1 Score
0	0.5%	6	XXXXXX
1	0.1%	1	X
2	0.0%	0	
3	0.0%	0	
4	0.2%	2	XX
5	0.6%	8	XXXXXXXX
6	1.0%	13	XXXXXXXXXXXXX
7	1.1%	14	XXXXXXXXXXXXXX
8	2.2%	27	XXXXXXXXXXXXXXXXXXXXXXXXXXX
9	3.3%	41	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
10	3.4%	43	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
11	3.5%	44	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
12	4.6%	58	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
13	4.3%	54	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
14	5.1%	64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
15	4.4%	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
16	5.2%	65	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
17	4.5%	57	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
18	5.3%	66	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
19	6.0%	75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
20	4.4%	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
21	4.5%	57	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
22	5.3%	66	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
23	4.3%	54	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
24	4.3%	54	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
25	3.7%	47	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
26	3.2%	40	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
27	3.2%	40	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
28	2.4%	30	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
29	2.3%	29	XXXXXXXXXXXXXXXXXXXXXXXXXXX
30	1.8%	22	XXXXXXXXXXXXXXXXXXXXX
31	0.7%	9	XXXXXXXXX
32	1.7%	21	XXXXXXXXXXXXXXXXXXXX
33	0.5%	6	XXXXXX
34	1.0%	13	XXXXXXXXXXXXX
35	0.5%	6	XXXXXX
36	0.3%	4	XXXX
37	0.4%	5	XXXXX
38	0.2%	2	XX
39	0.0%	0	
40	0.1%	1	X

SECOND PART - VALUES/ATTITUDES

Results of Irdividual Items

IN THIS PART OF THE TEST YOU ARE TO GIVE YOUR OPINIONS ABOUT DIFFERENT STATEMENTS PEOPLE HAVE MADE.

REMEMBER THAT YOU ARE NOT LOOKING FOR A RIGHT ANSWER. DIFFERENT PEOPLE HAVE DIFFERENT OPINIONS ABOUT THESE THINGS. PLEASE GIVE YOUR OWN OPINIONS.

YOUR TEACHER WILL DO THE EXAMPLES ON PAGES 16 AND 17 WITH YOU.

THE FIRST QUESTION IN THIS SECTION IS NUMBER 41. BE SURE TO BEGIN WITH NUMBER 41 ON YOUR ANSWER SHEET.

A. There are many different people in Canada. Do you think everyone should have the same rights and freedoms or should some people be treated differently? Please do this example with your teacher.

Example: They should have:	More rights and freedoms than everyone else.	Exactly the same as everyone else.	Fewer rights and freedoms than everyone else.	No rights and freedoms	I don't know.
1. Mailcarriers	A	B	C	D	E

Example: A B C D E
1 ① ② ③ ④ ⑤

(See next page for student responses.)

START HERE: Please mark your answer sheet to how how you think each group should be treated.

They should have:	More rights and freedoms than everyone else. A	Exactly the same as everyone else. B	Fewer rights and freedoms than everyone else. C	No rights and freedoms. D	I don't know. E	No Response
41. Police	25%	66%	2%	1%	5%	1%
42. Religious leaders	17	61	9	2	10	1
43. Ex-prisoners	3	32	45	11	7	2
44. Immigrants	3	65	12	3	15	1
45. Native People	7	78	7	3	4	1
46. Children	19	60	15	1	4	1
47. Factory Workers	5	83	5	1	5	1
48. Leaders of big business corporations	17	67	7	2	6	1
49. Military leaders	25	55	9	2	8	1
50. Unemployed people	12	68	11	2	6	1
51. People who are against the government	6	40	31	13	10	1
52. Doctors	24	67	3	2	4	1

B. Here are some things people have said about such topics as Canada and its history, and about themselves and other people. You may agree with some of them and disagree with others. Sometimes you will agree or disagree strongly. At other times you may be undecided.

Examples:

1. People should be allowed to smoke in public places.

   A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

2. Video arcades should <u>not</u> be permitted to operate near schools.

   A. Strongly agree B. Agree C. Undecided D. Disagree E. Strongly disagree

Examples:

START HERE: Please mark your answer sheet to show how you feel about each statement.

53. When an important old building is destroyed, the people in the community have suffered a serious loss.

21% A. Strongly agree
43% B. Agree
18% C. Undecided
12% D. Disagree
5% E. Strongly disagree
1% N.R.

54. Studying Canadian history is interesting.

22% A. Strongly agree
40% B. Agree
18% C. Undecided
11% D. Disagree
9% E. Strongly disagree
1% N.R.

55. After they defeated the French on the Plains of Abraham, it would have been better if the English had forced French Canadians to adopt the English language and culture.

10% A. Strongly agree
19% B. Agree
33% C. Undecided
23% D. Disagree
15% E. Strongly disagree
1% N.R.

56. People of certain races should be kept out of important positions in our country.

5% A. Strongly agree
10% B. Agree
19% C. Undecided
26% D. Disagree
38% E. Strongly disagree
1% N.R.

57. People of certain religions should be kept out of important positions in our country.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
4%	11%	14%	33%	37%	1% N.R.

58. Knowing something about Canadian history probably won't be very useful to me when I grow up.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
6%	11%	15%	39%	28%	1% N.R.

59. Doing well at school work is usually a matter of luck.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
5%	6%	5%	32%	52%	1% N.R.

60. If people own historic old buildings and they want to tear them down they should be allowed to do it.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
9%	27%	22%	21%	20%	1% N.R.

61. New technologies, such as railways and farm tractors, did more good than harm in Canada.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
19%	37%	26%	12%	6%	1% N.R.

62. Women should run for election and take part in government the same as men do.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
50%	30%	9%	6%	4%	1% N.R.

63. Setting up reserves for Native people was a fair thing for the Canadian government to do.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
20%	36%	23%	10%	10%	1% N.R.

64. During the times when many new immigrants were coming to Canada, the government should have been careful to let in to the country only those people whose beliefs and ways of life were the same as the people already here.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
5%	13%	33%	23%	25%	1% N.R.

65. Citizens must always be free to criticize the government.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
24%	27%	24%	18%	7%	1% N.R.

66. Canada was a better place to live before there was any television.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
8%	12%	21%	21%	37%	1% N.R.

67. I succeed at school work when I really put my mind to it.

A. Strongly agree 54% B. Agree 34% C. Undecided 6% D. Disagree 2% E. Strongly disagree 2% 1% N.R.

68. Workers had good reasons for starting up unions in Canada in the early 1900's.

A. Strongly agree 12% B. Agree 37% C. Undecided 41% D. Disagree 6% E. Strongly disagree 3% 1% N.R.

69. People should learn about the history of their community and country.

A. Strongly agree 29% B. Agree 44% C. Undecided 16% D. Disagree 6% E. Strongly disagree 3% 1% N.R.

70. Spending people's tax money on museums is important.

A. Strongly agree 9% B. Agree 23% C. Undecided 30% D. Disagree 22% E. Strongly disagree 15% 2% N.R.

71. New immigrants to Canada have been treated fairly by Canadians over the years.

A. Strongly agree 8% B. Agree 34% C. Undecided 32% D. Disagree 17% E. Strongly disagree 7% 1% N.R.

72. Good luck and powerful friends are a lot more important than hard work and brains when it comes to being successful.

A. Strongly agree 7% B. Agree 12% C. Undecided 16% D. Disagree 26% E. Strongly disagree 38% 1% N.R.

73. Knowing something about Canadian history will help me understand Canada as it is today.

A. Strongly agree 30% B. Agree 48% C. Undecided 13% D. Disagree 6% E. Strongly disagree 2% 1% N.R.

74. Every community should try to save its most important historical buildings.

A. Strongly agree 32% B. Agree 41% C. Undecided 18% D. Disagree 5% E. Strongly disagree 1% 2% N.R.

75. Swimming pools should admit people of all races and nationalities to swim together in the same pool.

A. Strongly agree 36% B. Agree 31% C. Undecided 16% D. Disagree 8% E. Strongly disagree 7% 1% N.R.

76. Individuals weren't able to change things much during Canada's history.

A. Strongly agree 5% B. Agree 26% C. Undecided 41% D. Disagree 19% E. Strongly disagree 7% 2% N.R.

77. Some people, like lawyers and doctors, are more valuable to their community and country than other people.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
11%	31%	22%	24%	10%	2% N.R.

78. People who disagree with the government should be allowed to meet and hold public protests.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
11%	33%	34%	14%	6%	2% N.R.

79. If I wanted to, I could get someone in the government to listen to my ideas.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
13%	27%	31%	18%	8%	2% N.R.

80. If people would quit complaining and get active, they could change what the government does.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
19%	35%	30%	10%	4%	2% N.R.

81. If people have brains and work hard they will probably be successful.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
44%	39%	8%	4%	2%	2% N.R.

82. The Metis were treated fairly by John A. Macdonald and his government and should not have started a rebellion.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
7%	21%	52%	11%	7%	2% N.R.

83. No matter what people's color, religion or nationality, if they are qualified for a job, they should get it.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
62%	22%	7%	3%	3%	3% N.R.

84. Newspapers and magazines should be allowed to print anything they want except military secrets.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
10%	19%	22%	25%	22%	2% N.R.

85. European settlers had the right to claim land already occupied by Native people.

A. Strongly agree	B. Agree	C. Undecided	D. Disagree	E. Strongly disagree	
4%	9%	25%	26%	34%	3% N.R.

THIS IS THE END OF THE SECOND PART.

THIRD PART - THINKING AND RESEARCH SKILLS

Results of Individual Items

IN PART III YOU WILL STUDY A SOURCE OF INFORMATION SUCH AS A PARAGRAPH OR A MAP, AND ANSWER QUESTIONS ON IT. ANSWER NUMBERS 101 TO 133 ON THE REVERSE SIDE OF THE ANSWER SHEET. THE QUESTIONS ON PAGE 37* ARE TO BE ANSWERED IN THIS BOOKLET.

YOUR TEACHER WILL DO THE FOLLOWING EXAMPLE WITH YOU.

Example

Question 1 is based on the following paragraph.

Clifford Sifton, the minister responsible for immigration from 1896 to 1905, said

> I do not care what language a man speaks, or what religion he professes, if he is honest and law-abiding, if he will go on that land and make a living for himself and his family, he is a desirable settler for the Dominion of Canada.

Quoted in Jean Bruce, The Last Best West (Toronto, 1976), p. 18.

1. Sifton appears to have believed that

   A. all immigrants should speak the English language.

   B. all immigrants to the Dominion of Canada should be hard-working European peasants.

   C. as long as immigrants were honest and hard-working, it did not matter what country they came from.

   D. all immigrants to the Dominion of Canada should be religious.

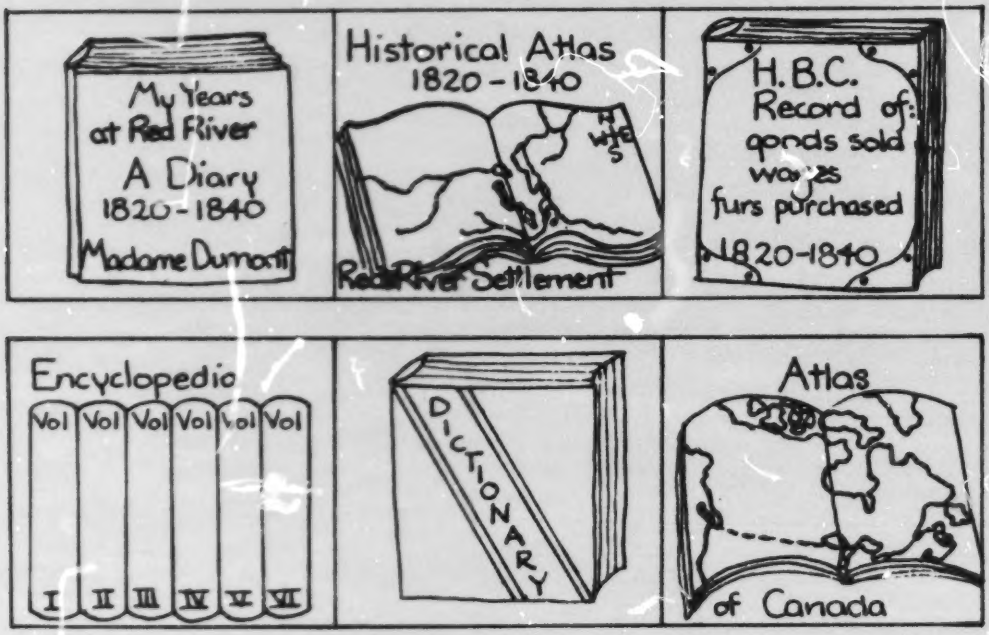
   E. None of the above.

Example

	A	B	C	D	E
1	①	②	③	④	⑤

* Page 37 in the student test is page 41 in this report.

QUESTIONS 101 - 106 ARE BASED ON THESE DRAWINGS OF DIFFERENT SOURCES OF INFORMATION



Which of the above sources of information would be the best to go to find out about each of the following topics.

101. The location of wagon roads in and around the Red River settlement in 1830.

15% A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont

60% * B. Historical Atlas: Red River Settlement, 1820 - 1840

10% C. Atlas of Canada

4% D. Hudson's Bay Company Records

10% E. Encyclopedia

1% N.R.

102. The daily life of a pioneer woman in the Red River Settlement during the 1830's.

73% * A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
7% B. Encyclopedia
6% C. Hudson's Bay Company Records
2% D. Dictionary
11% E. Historical Atlas: Red River Settlement, 1820 - 1840
1% N.R.

103. The location of major rivers in Canada.

13% A. Historical Atlas: Red River Settlement, 1820 - 1840
4% B. Dictionary
5% C. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
6% D. Hudson's Bay Company Records
72% * E. Atlas of Canada
1% N.R.

104. The meaning of the word homestead.

3% A. Hudson's Bay Company Records
5% B. Historical Altas: Red River Settlement, 1820 - 1840
8% C. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
4% D. Atlas of Canada
79% * E. Dictionary
1% N.R.

105. The amount paid for beaver pelts in 1830.

8% A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
7% B. Historical Atlas: Red River Settlement, 1820 - 1840
79% * C. Hudson's Bay Company Records
3% D. Atlas of Canada
3% E. Dictionary
1% N.R.

106. Lord Selkirk and what he had to do with getting people to settle in the Red River area.

20% A. My Years at Red River: A Diary, 1820 - 1840, by Madame Dumont
3% B. Dictionary
6% C. Atlas of Canada
41% * D. Encyclopedia
30% E. Historical Atlas: Red River Settlement, 1820 - 1840
1% N.R.

QUESTIONS 107 AND 108 ARE BASED ON THE FOLLOWING DRAWINGS

①

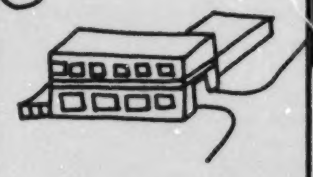
Austin Museum

- log houses
- church
- blacksmith shop
- livery stable
- post office
- schools
- an elevator
- railway station

②

Churchill Museum

- Eskimo artifacts
- survival tools in stone, bone, ivory and metal
- wildlife exhibits

③ 

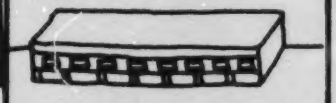
Gimli Museum

- Icelandic and Ukranian pioneer materials
- history of fishing on Lake Winnipeg

④

Flin Flon Museum

- mining equipment
- ore samples
- artiques

⑤ 

Melita Museum

- Indian artifacts
- prehistoric pottery

107. Which museum would be the best one to visit to find out about early commercial fishing methods in Manitoba?

4% A. Austin Museum

11% B. Churchill Museum

80% * C. Gimli Museum

4% D. Flin Flon Museum

1% E. Melita Museum

1% N.R.

108. Which museum would be the best one to visit to find out about how European settlers lived on the prairies?

54% * A. Austin Museum

10% B. Churchill Museum

16% C. Gimli Museum

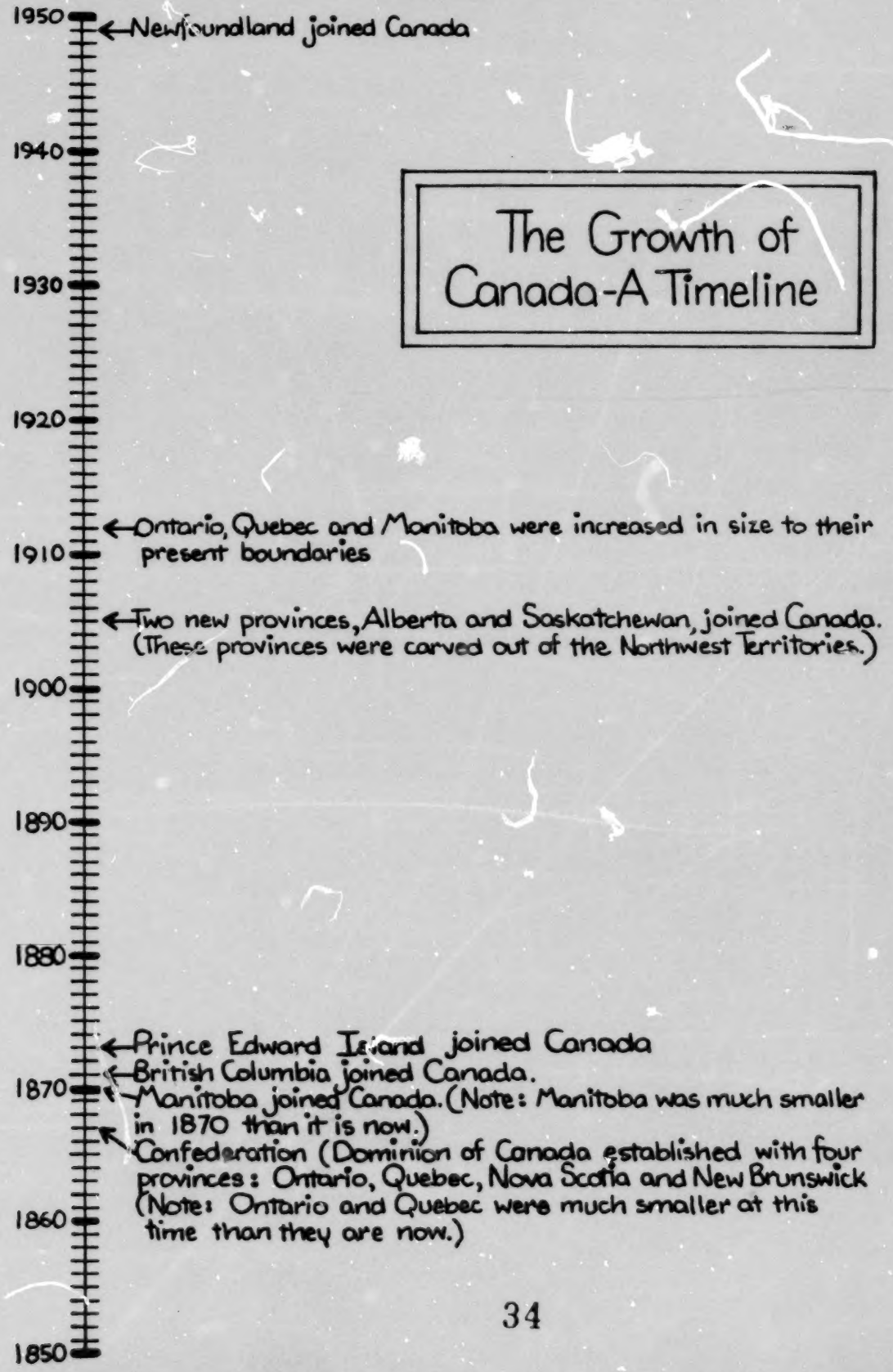
5% D. Flin Flon Museum

14% E. Melita Museum

1% N.R.

QUESTIONS 109 TO 113 ARE BASED ON THIS TIMELINE

The Growth of Canada-A Timeline


1950
1940
1930
1920
1910
1900
1890
1880
1870
1860
1850
←Newfoundland joined Canada
←Ontario, Quebec and Manitoba were increased in size to their present boundaries
←Two new provinces, Alberta and Saskatchewan, joined Canada. (These provinces were carved out of the Northwest Territories.)
←Prince Edward Island joined Canada
←British Columbia joined Canada.
←Manitoba joined Canada. (Note: Manitoba was much smaller in 1870 than it is now.)
←Confederation (Dominion of Canada established with four provinces: Ontario, Quebec, Nova Scotia and New Brunswick (Note: Ontario and Quebec were much smaller at this time than they are now.)

109. The timeline shows that Ontario, Quebec and Manitoba were increased to their present size in

3% A. 1867
6% B. 1870
4% C. 1905
84% * D. 1912
2% E. 1949
1% N.R.

110. The timeline shows that Manitoba joined Canada in

2% A. 1867
89%* B. 1870
3% C. 1871
2% D. 1873
3% E. 1905
1% N.R.

111. How many provinces were in Canada before British Columbia joined?

6% A. 1
7% B. 2
9% C. 3
27% D. 4
50% * E. 5
1% N.R.

112. According to the timeline, what was the next province to join Canada after Alberta and Saskatchewan?

5% A. British Columbia
8% B. Manitoba
11% C. Quebec
57% * D. Newfoundland
18% E. Prince Edward Island
1% N.R.

113. According to the timeline, how many years did it take for Canada to grow from four provinces to ten provinces?

8% A. About 20 years
20% B. About 40 years
45% * C. About 80 years
13% D. About 70 years
14% E. About 110 years
1% N.R.

QUESTIONS 114 TO 116 ARE BASED ON THE FOLLOWING STATEMENTS ABOUT RIEL

I Louis Riel led two rebellions in the West; one in 1869 and a second in 1885. That same year, 1885, Riel was captured, tried and hanged.

II In 1870 Riel managed to get Manitoba recognized as Canada's fifth province. Riel was a very good leader and politician.

III Riel was a better politician than he was a military leader. Without the skilled help of his general, Dumont, the second rebellion would have ended even sooner than it did.

114. Statement I provides

62% * A. only factual information.

12% B. only someone's opinion.

22% C. both factual information and someone's opinion.

4% N.R.

115. Statement II provides

17% A. only factual information.

24% B. only someone's opinion.

55% * C. both factual information and someone's opinion.

4% N.R.

116. Statement III provides

17% A. only factual information.

47% * B. only someone's opinion.

32% C. both factual information and someone's opinion.

5% N.R.

QUESTIONS 117 TO 119 ARE BASED ON THE FOLLOWING INTERVIEW

In 1886 John Gale answered the following questions about his job.

Q. I see that you have lost one of your arms?
A. Yes, my right arm.

Q. How did that occur?
A. It was an accident in a sawmill.

Q. How old were you then?
A. Between eleven and twelve years of age.

Q. Were there any other boys working there at the time you met with this accident, about your age?
A. Yes.

Q. What were you getting at the time you worked there?
A. I was only getting 25 cents a day.

Q. What were you engaged at when you lost your arm?
A. Taking blocks away from the circular saw.

Q. These were large saws?
A. Yes

Q. How large were they?
A. About 2 feet (61 cm) in diameter.

Q. Two feet (61 cm) through?
A. Yes

Q. These other small boys, were they engaged in the same business as you were when you lost your arm?
A. Yes

Q. Your employer did not do anything at all for you?
A. No.

Q. As you are now, can you earn your living?
A. No; not unless I learn something - not unless I get an education.

Q. Do you know of any other boys having received accidents?
A. Yes; about two months after a boy was working in the mill, where I was, and he got both his legs and arms taken off.

117. John Gale lost his arm while working in

2% A. a cigar factory.
2% B. a blacksmith shop.
92% * C. a sawmill.
2% D. a fish packing plant.
1% E. a locomotive plant.
1% N.R.

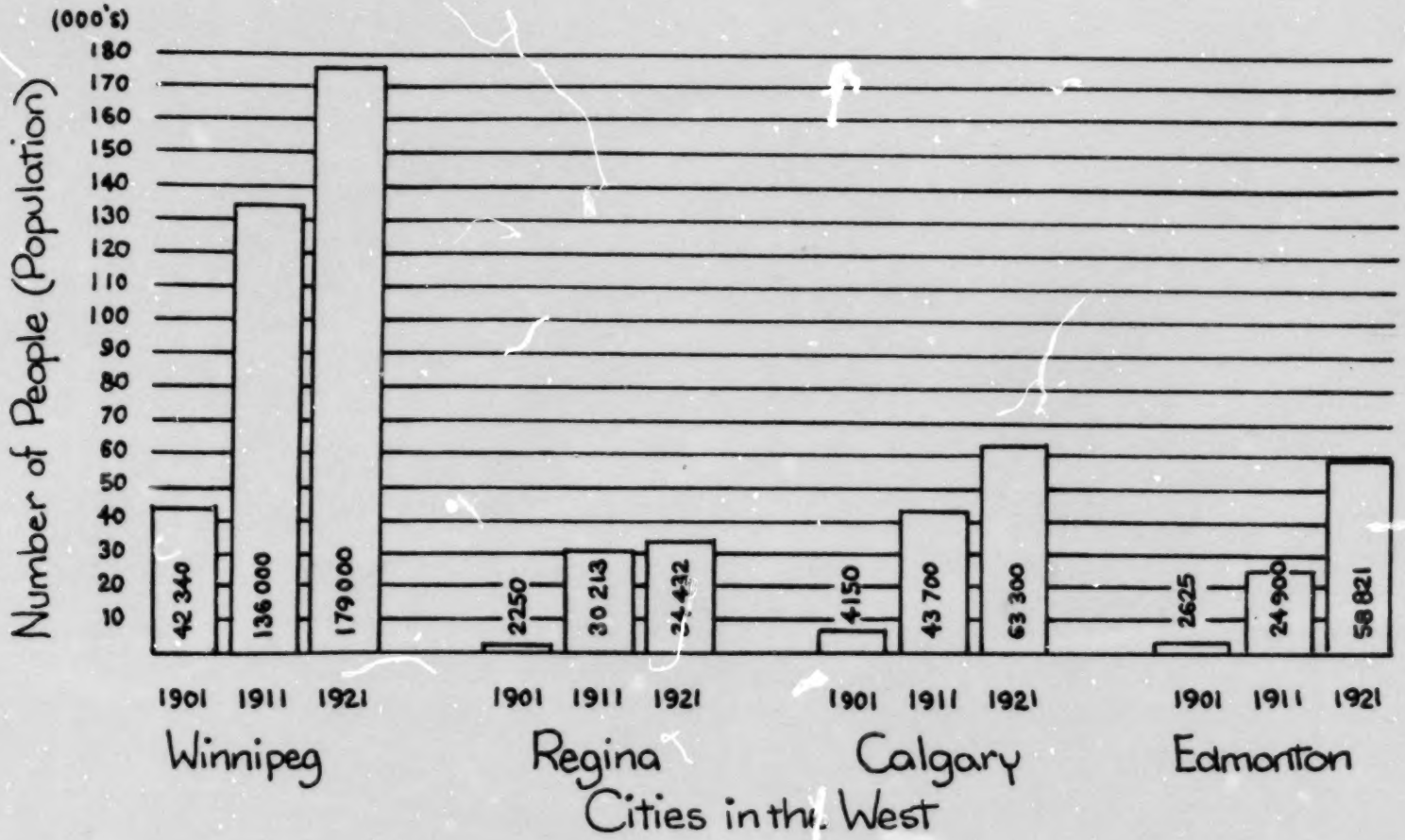
118. At the time of his accident John Gale was

2% A. between 14 and 15 years old.
3% B. between 16 and 17 years old.
4% C. over 20 years old.
87% * D. between 11 and 12 years old.
2% E. about 35 years old.
1% N.R.

119. Which one of the following titles is the best one for this interview?

5% A. Wages earned by children in the 1880's
65% * B. Dangerous Working Conditions for Children in the 1880's
14% C. Sawmills of the 1880's
8% D. Preparing Children for the Workplace
6% E. How to Manage a Sawmill
1% N.R.

QUESTIONS 120 TO 122 ARE BASED ON THE FOLLOWING BAR GRAPH



120. Which city had the smallest number of people in 1901?

5% A. Winnipeg

4% B. Calgary

11% C. Edmonton

78% * D. Regina

1% E. They were equal
1% N.R.

121. Which city had the greatest increase in number of people between 1901 and 1911?

81% * A. Winnipeg

9% B. Calgary

5% C. Regina

4% D. Edmonton

1% E. They all increased by the same amount
1% N.R.

122. Which of the following would be the best title for this graph?

9% A. Climate and Population in the West (1901 - 1921)

5% B. Population Growth and the Railways (1901 - 1921)

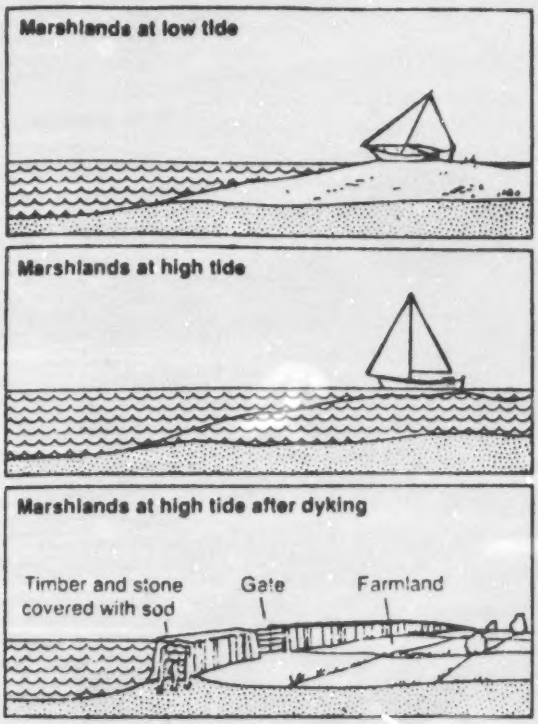
76% * C. The Growth of Cities in Western Canada (1901 - 1921)

5% D. Population Growth and Farm Size (1901 - 1921)

4% E. Shrinking Cities in Canada's West (1901 - 1921)
1% N.R.

QUESTIONS 123 TO 127 ARE BASED ON THE FOLLOWING PARAGRAPH AND DRAWINGS

The Acadians drained the marshlands of the Bay of Fundy by building dykes to keep the sea water out. The dykes were made of rows of large logs driven into the ground and then covered with earth and sod. The work could only be done when the tide was low and was very time-consuming. A sluice or gate was necessary to allow water to escape as the tide went out. A good crop could be planted after the rain had washed the salt from the soil. Dyking was expensive and took a lot of time. A number of men had to work together to accomplish it.



123. Once a dyke had been built, the soil could be planted when

3% A. the men had rested enough.

32% B. the tide was low.

8% C. the tide was high.

51% * D. the rain had washed out the salt.

4% E. the sluice gate was open.

1% N.R.

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124. What was the advantage of dyking the marshlands this way?

49% * A. Fertile land was made available for the use of the settlers

11% B. The dykes could be used for defence purposes in case of attack

13% C. Fishing in the Bay of Fundy was made easier

6% D. Dykes could be used as highways joining Acadia with New France

18% E. The dykes provided protection from storms

2% N.R.

125. Which one of the following statements can be supported by the information in the paragraph about building dykes?

5% A. The Acadians were very religious people

13% B. The Acadians wanted to protect their freedom

8% C. The Acadians were very war-like

8% D. The Acadians always obeyed the law

64% * E. The Acadians were inventive farmers

2% N.R.

126. According to the information in the paragraph on building dykes, the Acadians

11% A. would have preferred to increase the size of their farms by clearing timber from new land.

8% B. competed with one another to see who could get the best land.

65% * C. co-operated in building the dykes.

7% D. would have preferred to settle in Quebec.

7% E. preferred fishing to farming.

2% N.R.

127. What would be one <u>likely</u> result of the Acadians' being involved in the work of building the dykes?

7% A. They would become fur traders and lumberjacks

10% B. They would feel no sense of identity with their land

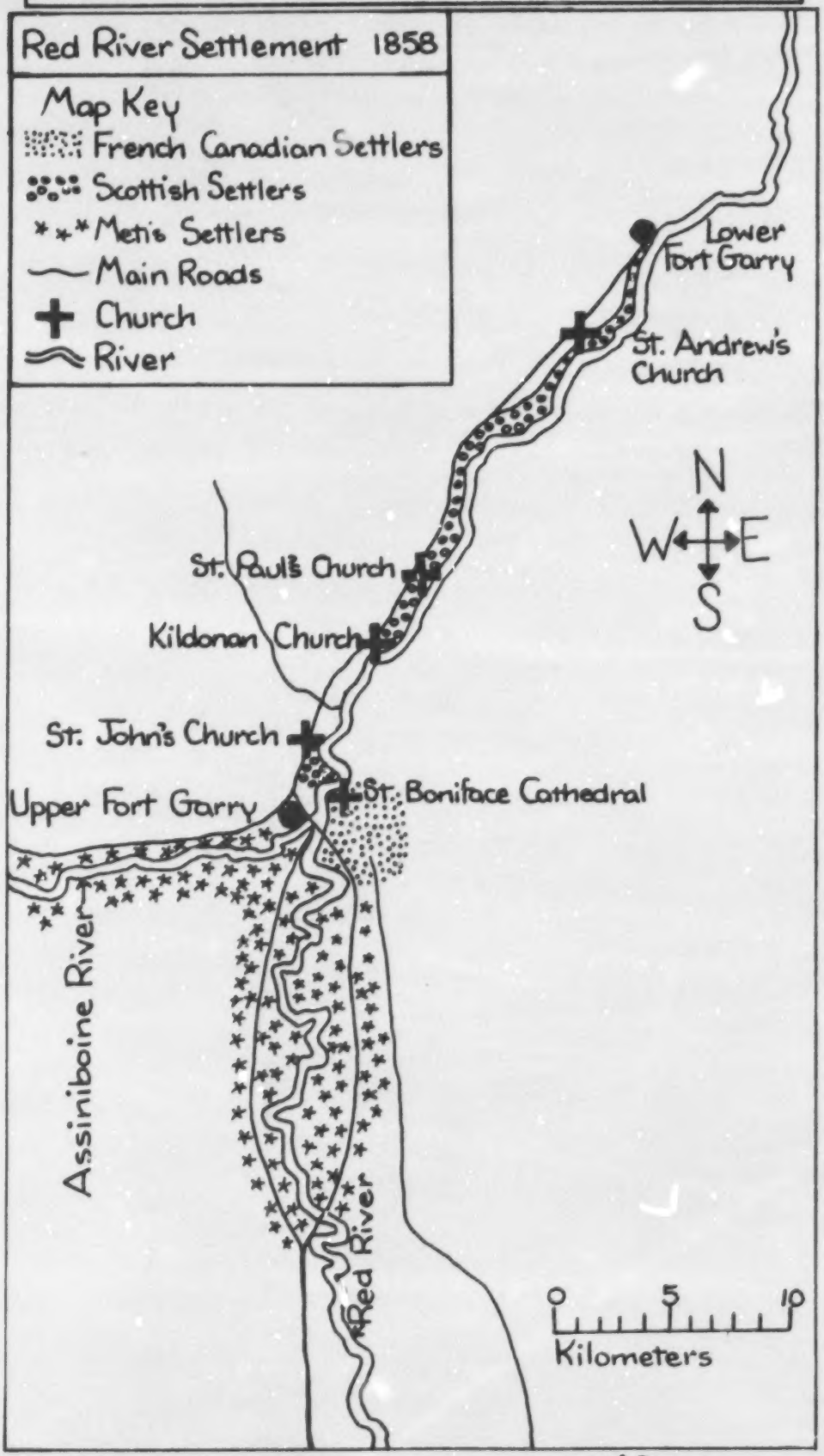
9% C. They would want to sell their land to English newcomers

16% D. They would lose interest in such a difficult method of farming

55% * E. They would feel strong ties to the farmland they had created

2% N.R.

QUESTIONS 128 TO 133 ARE BASED ON THE FOLLOWING MAP



128. If you travelled from Upper Fort Garry to Lower Fort Garry, in what direction would you be going?

6% A. South
12% B. South West
5% C. West
74% * D. North East
2% E. East
3% N.R.

129. Which group of settlers was probably largest at this time?

15% A. French-Canadian settlers
6% B. Scottish settlers
68% * C. Metis settlers
3% D. Ukranian settlers
6% E. The groups were probably roughly equal
3% N.R.

130. How many churches are shown on this map?

2% A. 10
80% * B. 5
4% C. 3
10% D. 4
2% E. 8
3% N.R.

131. Which statement best describes the location of most of the French Canadian settlers? They settled

50% * A. east of Upper Fort Garry.
12% B. within one kilometer of St. Paul's Church.
15% C. north of the Assiniboine River.
11% D. south of the Assiniboine River.
8% E. north of Lower Fort Garry.
5% N.R.

132. If you travelled by the main road from Upper Fort Garry to Lower Fort Garry, about how far would you have gone?

7% A. About 5 kilometers
15% B. About 15 kilometers
52% * C. About 30 kilometers
12% D. About 50 kilometers
8% E. About 75 kilometers
6% N.R.

133. Which statement best describes the locations of most of the main roads?

61% * A. They followed the rivers
11% B. They wandered across the prairie
7% C. They were laid out in city blocks
9% D. They ran parallel to each other
6% E. They ran in an east-west direction
6% N.R.

QUESTIONS a) AND b) ARE BASED ON THE FOLLOWING PAIR OF PHOTOGRAPHS

1.

2.

THESE QUESTIONS ARE TO BE ANSWERED ON THIS PAGE, NOT ON THE ANSWER SHEET

a) These photographs are both of the same street in Edmonton. They were taken several years apart. Which one was taken first? Circle the letter that is beside your choice.

9% A. Photograph 1

77% B. Photograph 2

14% N.R.

b) Name or describe all the things in the photographs that you think prove which photograph was taken first.

39% A. *STREETCAR: TRACKS: NO STREETCARS: NO TRACKS; ETC.*

53% B. *MORE LARGE BUILDINGS; FEWER SMALL BUILDINGS; TYPE OF BUILDINGS; TOWN WAS SMALLER, LARGER; ETC.*

6% C. *REPLACEMENT OF BOARDWALKS WITH CONCRETE*

52% D. *AUTOMOBILES, HORSES AND CARRIAGES*

26% E. *HOW ROADS DIFFER*

17% F. *HYDRO LINES, TELEPHONE LINES*

39% G. *THE NUMBERS OF PEOPLE (FEWER/MORE)*

43% H. *UNACCEPTABLE ANSWER*

17% I. *NO RESPONSE*

4% J. *POLLUTION: SMOKE, STEAM: CONGESTION*

The percents above indicate the proportion of students who gave replies that corresponded to the categories listed.

As the question indicates, students were asked to make as many observations as possible to substantiate their decisions. The summary table below gives the percentage of students in the provincial sample who supplied the corresponding number of correct observations.

Percent of Students	*Number of Correct Observations*
6%	1
11	2
28	3
30	4
1	5
24	*Unacceptable or no observation (includes students who chose the wrong photograph).*

Results of Subtests

Mean Performance on Each Subtest

Subtest	Questions Per Subtest	Mean Raw Score	Mean Percent
III. THINKING AND RESEARCH SKILLS	33	21.726	66%
III.1 Locating Information	13	8.600	66
III.2 Acquiring Information	10	7.127	71
III.3 Organizing Information	3	1.905	64
III.4 Interpreting Information	4	2.457	61
III.5 Evaluating Information	3	1.642	55

THINKING & RESEARCH SKILLS SUBTESTS - GRADE 6

TEST FREQUENCY DISTRIBUTION

W RE	PERCENT	FREQUENCY	Each X Represents Up To 1 Score
	0.5%	6	XXXXXX
	0.0%	0	
	0.1%	1	X
	0.1%	1	X
	0.2%	3	XXX
	0.7%	9	XXXXXXXXX
	0.4%	5	XXXXX
	0.9%	11	XXXXXXXXXXX
	1.3%	16	XXXXXXXXXXXXXXXX
	1.0%	12	XXXXXXXXXXXX
	1.5%	19	XXXXXXXXXXXXXXXXXX
	2.0%	25	XXXXXXXXXXXXXXXXXXXXXXXX
	2.3%	29	XXXXXXXXXXXXXXXXXXXXXXXXXXX
	3.4%	43	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	2.7%	34	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	3.2%	40	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	3.4%	43	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	3.3%	42	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.2%	53	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.8%	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.5%	56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	5.1%	64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.8%	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.5%	57	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	5.7%	71	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.2%	53	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	5.1%	64	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	5.0%	63	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.8%	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	5.4%	68	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	6.3%	79	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	4.5%	56	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
	2.7%	34	XXXXXXXXXXXXXXXXXXXXXXXXXX
	1.4%	17	XXXXXXXXXXXXXXXX

FOURTH PART - SOCIAL PARTICIPATION

Results of Individual Items

IN THIS PART OF THE TEST YOU ARE TO SAY WHAT YOU THINK ABOUT DIFFERENT PROBLEMS AND STATEMENTS.

REMEMBER THAT IT IS YOUR OWN OPINION THAT IS BEING ASKED FOR.

READ THE INSTRUCTIONS WITH EACH SET OF QUESTIONS AND MARK YOUR ANSWERS ON THE ANSWER SHEET. BEGIN ON YOUR ANSWER SHEET AT NUMBER 134.

A. READ QUESTIONS 134 TO 137 AND MARK WHAT YOU THINK ARE THE BEST ANSWERS ON YOUR ANSWER SHEET.

134. Suppose that you and your friends are playing a game and some of you want to change one of the rules of the game or make a new rule. How would the group decide? (Pick the <u>one</u> that you think would happen most often.)

23% A. We would talk about it until we all agreed

7% B. There are generally one or two persons in the group who would decide

5% C. We would go and ask someone to decide the rules for us

28% D. We would try the new rule and see if it makes for a better game

35% E. We would talk about it, and then take a vote

1% *N.R.*

135. Suppose that you and your friends were planning to go on a hike or a trip in your spare time. How would the group decide where to go? (Pick the <u>one</u> that you think would happen most often.)

28% A. We would talk about it until we all agreed

5% B. There are generally one or two persons in the group who would decide

6% C. We would go and ask someone to decide for us

23% D. We would accept the advice of someone who had been there before

38% E. We would talk about it, and then take a vote

1% *N.R.*

136. Suppose you and your friends had a club, and the club needed a leader. How would your group choose the leader? (Pick the <u>one</u> that you think would happen most often.)

9% A. We would talk about it until we all agreed

7% B. A good leader would come forward naturally

56% C. We would talk about it, and then take a vote

22% D. We would try out different leaders until we found the best one

5% E. We would ask someone to decide for us

1% N.R.

137. Suppose that you and your friends had collected some money. How would your group decide what to use the money for? (Pick the <u>one</u> that you think would happen most often.)

26% A. We would talk about it until we all agreed

17% B. The leaders of our group would decide what to do

4% C. We would go and ask someone to decide for us

21% D. We would talk about it, and then take a vote

31% E. We would wait until we knew more and had some new ideas

2% N.R.

B. FOLLOW THESE INSTRUCTIONS FOR QUESTIONS 138 TO 146

Here are some things which some young people do in their communities.

- For each one of these things that you have done in the past year mark A for YES on your answer sheet.
- For each one that you have not done in the past year mark B for NO on your answer sheet.

138. Have you tried to get elected in your school to be a club chairperson or secretary or class president, or something like that?

A Yes 31% B No 67% 3% N.R.

139. Have you helped to collect money for a good cause?

A Yes 82% B No 16% 2% N.R.

140. Have you borrowed a book from the library to understand more about current events?

A Yes 49% B No 48% 2% N.R.

141. Have you found out something for yourself about how the town or city council does its work?

A Yes 32% B No 67% 2% N.R.

142. Have you asked your parents questions about different political parties or a current problem?

A Yes 61% B No 37% 2% N.R.

143. Have you worked with others in order to improve something in your school or neighborhood?

A Yes 57% B No 42% 1% N.R.

144. Have you written a letter to a newspaper or a politician explaining your point of view on a problem?

A Yes 11% B No 88% 1% N.R.

145. Have you read a newspaper in order to find out about a problem?

A Yes 63% B No 36% 1% N.R.

146. Have you used radio or television news in order to find out about a problem?

A Yes 69% B No 29% 2% N.R.

C. **FOLLOW THESE INSTRUCTIONS FOR QUESTIONS 147 TO 163**

Here are some things students say about their Social Studies classes. Please read each statement and then mark your answer sheet to show how often you think each of these things happens in your Social Studies classes.

147. In Social Studies classes, great importance is placed on learning facts.

A. Very Often 28% B. Often 37% C. Sometimes 19% D. Rarely 5% E. I Don't Know 10% 1% N.R.

148. The students like Social Studies classes.

A. Very Often 6% B. Often 14% C. Sometimes 41% D. Rarely 26% E. I Don't Know 11% 1% N.R.

149. More importance is placed on why things happened than on memorizing facts.

A. Very Often 13% B. Often 25% C. Sometimes 26% D. Rarely 11% E. I Don't Know 24% 1% N.R.

150. In Social Studies classes we must memorize dates or definitions.

A. Very Often 13% B. Often 24% C. Sometimes 29% D. Rarely 22% E. I Don't Know 5% 1% N.R.

151. Students bring up current events for discussion in class.

A. Very Often 22% B. Often 22% C. Sometimes 29% D. Rarely 20% E. I Don't Know 6% 1% N.R.

152. Students work in groups on projects.

A. Very Often 14% B. Often 23% C. Sometimes 35% D. Rarely 24% E. I Don't Know 2% 1% N.R.

153. Students go on field trips, such as going to a museum or historical site.

A. Very Often 6% B. Often 13% C. Sometimes 35% D. Rarely 39% E. I Don't Know 6% 1% N.R.

154. Visitors come to class to share their experiences.

A. Very Often 3% B. Often 6% C. Sometimes 19% D. Rarely 58% E. I Don't Know 13% 1% N.R.

155. Students take notes from the board or an overhead projector.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
41%	23%	17%	15%	2%	1% N.R.

156. Students read textbooks and answer questions.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
49%	26%	15%	7%	1%	1% N.R.

157. When studying about a time or problem in history, students use other sources of information as well as the textbooks.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
19%	31%	29%	12%	8%	2% N.R.

158. The teacher lectures or talks about the things being studied.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
38%	31%	19%	6%	4%	1% N.R.

159. Students ask questions about what is being studied.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
22%	33%	27%	12%	5%	2% N.R.

160. There are discussions in which students are encouraged to take part.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
20%	28%	29%	15%	7%	2% N.R.

161. Students work on projects to improve things in their school or neighbourhood.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
6%	14%	26%	37%	16%	1% N.R.

162. Students let people in the community know what they are learning by displaying their projects in their school or in the neighbourhood.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
6%	17%	29%	33%	15%	1% N.R.

163. Students let people know how they feel about a problem by writing letters to the newspaper or phoning in to radio hot-line shows.

A. Very Often	B. Often	C. Sometimes	D. Rarely	E. I Don't Know	
4%	5%	10%	46%	35%	1% N.R.

D. For the rest of this test, you are to give your opinions about different statements.

- You may agree with some and disagree with others.
- You may agree or disagree strongly.
- You may be undecided about some.

Mark your answer sheet to show how you feel about each statement.

Remember, you are not looking for right answers. Please give your opinion.

WHAT DO YOU THINK A GOOD CITIZEN IS? SHOW WHAT YOU THINK BY MARKING YOUR OPINION ABOUT STATEMENTS 164 TO 171 ON YOUR ANSWER SHEET.

164. A good citizen gets other people to vote in elections.

A. Strongly agree 8% B. Agree 36% C. Undecided 36% D. Disagree 13% E. Strongly disagree 5% 2% N.R.

165. A good citizen studies hard in school.

A. Strongly agree 25% B. Agree 44% C. Undecided 17% D. Disagree 9% E. Strongly disagree 3% 2% N.R.

166. A good citizen joins a political party.

A. Strongly agree 5% B. Agree 16% C. Undecided 39% D. Disagree 30% E. Strongly disagree 9% 2% N.R.

167. A good citizen is always polite.

A. Strongly agree 25% B Agree 38% C. Undecided 16% D. Disagree 15% E. Strongly disagree 4% 2% N.R.

168. A good citizen works hard.

A. Strongly agree 28% B. Agree 51% C. Undecided 12% D. Disagree 6% E. Strongly disagree 2% 2% N.R.

169. A good citizen works to get politicians to do what he or she wants them to do.

A. Strongly agree 8% B. Agree 20% C. Undecided 38% D. Disagree 22% E. Strongly disagree 11% 2% N.R.

170. A good citizen criticizes the government when he or she feels it is necessary.

A. Strongly agree 10% B. Agree 29% C. Undecided 33% D. Disagree 16% E. Strongly disagree 11% 2% N.R.

171. A good citizen has good table manners.

A. Strongly agree 19% B. Agree 36% C. Undecided 27% D. Disagree 12% E. Strongly disagree 5% 2% N.R.

E. Imagine that the government in your community decided to let a company tear down an historic old building and put up a new office building in its place. If a lot of people were against tearing the old building down, how would you feel about them doing each of the following things?

SHOW WHAT YOU THINK BY MARKING YOUR OPINION ABOUT STATEMENTS 172 TO 177 ON YOUR ANSWER SHEET.

172. Trying to stop the company by picketing the building site.

A. Strongly agree 12% B. Agree 30% C. Undecided 35% D. Disagree 16% E. Strongly disagree 5% 2% N.R.

173. Writing letters and phoning members of the government.

A. Strongly agree 16% B. Agree 42% C. Undecided 24% D. Disagree 11% E. Strongly disagree 4% 2% N.R.

174. Trying to stop the company by getting in the way of workers and machinery.

A. Strongly agree 9% B. Agree 18% C. Undecided 23% D. Disagree 28% E. Strongly disagree 19% 3% N.R.

175. Writing letters to the newspaper.

A. Strongly agree 21% B. Agree 44% C. Undecided 21% D. Disagree 10% E. Strongly disagree 3% 2% N.R.

176. Taking part in protests such as marches.

A. Strongly agree 13% B. Agree 31% C. Undecided 31% D. Disagree 17% E. Strongly disagree 6% 2% N.R.

177. Signing petitions.

A. Strongly agree 20% B. Agree 33% C. Undecided 31% D. Disagree 9% E. Strongly disagree 5% 2% N.R.

F. Here are some things people say about working in groups and taking part in their community.

SHOW HOW YOU FEEL BY MARKING YOUR OPINION ABOUT STATEMENTS 178 TO 182 ON YOUR ANSWER SHEET.

178. I know how to work in a group so that the group can achieve its goals.

A. Strongly agree 21% B. Agree 48% C. Undecided 21% D. Disagree 6% E. Strongly disagree 1% 3% N.R.

179. I know how to go about letting people in the local government know my opinion.

A. Strongly agree 8% B. Agree 27% C. Undecided 39% D. Disagree 19% E. Strongly disagree 5% 3% N.R.

180. If I want to get my opinions printed in the newspaper I know how to go about it.

A. Strongly agree 10% B. Agree 35% C. Undecided 29% D. Disagree 17% E. Strongly disagree 5% 3% N.R.

181. If I need to find out about a problem in my community I know how to go about it.

A. Strongly agree 13% B. Agree 41% C. Undecided 29% D. Disagree 11% E. Strongly disagree 3% 3% N.R.

182. If I want to work with others to try to change something in my school or community I know how to go about it.

A. Strongly agree 14% B. Agree 37% C. Undecided 29% D. Disagree 13% E. Strongly disagree 4% 3% N.R.

THIS IS THE END OF THE TEST